Redesign Plan

Harwood Elementary School

Warren Consolidated Schools

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Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Harwood Elementary School, located in suburban Sterling Heights, has approximately 430 students. As part of a very diverse, working class neighborhood, Harwood has been serving the Sterling Heights and Warren communities since 1970. It is one of fifteen elementary schools in the Warren Consolidated School District (WCS), and is known as one of the most diverse schools in the district. Just under 40% of the student body speak a language other than English in their homes, and 73% of the student body is considered economically disadvantaged. The lack of English language knowledge creates many challenges for the school community. As a result, EL parents struggle with providing academic support to their children and in participating in the school community. We continuously provide opportunities for parents to engage in the learning process and to feel comfortable in the school setting.

At Harwood, we pride ourselves in teaching our students to be safe, respectful, and responsible citizens as part of our Positive Behavior Intervention Support (PBIS) program. This is a continuation of the initial MiBliSi Grant (Michigan's Integrated Behavior and Learning Support Initiative) from the Michigan Department of Special Education. Harwood participates in the county Green Schools program maintaining the highest status, Evergreen, for three consecutive years. Our Green Team has partnered with Macomb Fresh creating an on site garden that builds community relations. We are very proud of the many community partnerships that we have established that help support programs at Harwood, and also teach students what service learning is about.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The Purpose of Harwood Elementary School is help all of our students learn and feel a sense of accomplishment and pride.

The Mission of Harwood Elementary School in partnership with staff, parents, students and community, is to provide an exemplary educational program that will maximize achievement for its students. This program will promote academic excellence, responsibility, self-discipline, self-esteem, and a life-long love of learning for every child.

The Vision of Harwood Elementary School is to honor our diversity and challenge our students to succeed.

Harwood is truly a community of learners who focuses on student achievement, group collaboration and staff/student accountability. As part of our Professional Learning Community (PLC) staff meets bi-monthly to analyze data, evaluate student achievement, and monitor intervention strategies that meet the needs of our diverse learners. Grade level team meetings and Child Study Team meetings are held regularly to assess the needs of our students, and to work to provide meaningful intervention support. Support staff provides interventions on a daily basis for identified at-risk learners. These interventions range from specific academic support to social-emotional support as part of our Multi-Tiered System of Support program.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Harwood Elementary is a Michigan and Macomb County Green School. During the 2013-14 school year, Harwood was awarded the highest Green School ranking of Evergreen. Our students, staff and community feel that recycling and conserving not only will help the environment, but more specifically, our building. We feel that if our kids have pride in taking care of the building, this attitude will transfer to their life beyond school.

At Harwood, we are reflective and involved in continuous improvement. As a staff, we strive to become more familiar and confident with the Common Core State Standards. We will continue to utilize best practices, as well as participate in professional development aimed at improving our Tier 1 interventions. Despite limited funding, staff will seek creative solutions to providing enrichment opportunities for high achieving students. Staff will continue to work collaboratively to provide meaningful educational experiences for our diverse learning community.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

At Harwood Elementary School, we take pride in our diversity and in our ability and willingness to provide support to our school community. We support local programs such as the Warren Good Fellows, and Blessings in a Backpack. As a school community we embrace the importance of supporting and providing service to such national organizations as; Jump Rope for Heart, Pennies for Pasta/Lymphoma-Leukemia Society and the Oklahoma Tornado Victims Fund. We strongly believe that academic success and service to the community go hand-in-hand in building a well rounded, caring student.

Priority School Assurances

Introduction

All priority schools are required to certify yes/no to each of the following assurances and upload a copy of the required documentation in ASSIST.

Priority School Assurances

Label	Assurance	Response	Comment	Attachment
Teacher Evaluation Tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of teachers.	Yes		WCS Teacher Evaluation Document.docx

Label	Assurance	Response	Comment	Attachment
Administrator evaluation tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of leaders.	Yes		Administrator Evaluation Tool

Operational Flexibility Assurance

Introduction

To ensure that all priority schools are in compliance with the required Michigan Department of Education Assurances it is required that acknowledgement and submission of certain documentation be completed.

Assurance of Operational Flexibility

All identified Michigan priority schools must complete and submit the following operational flexibility assurances as part of their Redesign

Plan no later January 30, 204.

Label	Assurance	Response	Comment	Attachment
	Our school assures the Michigan Department of Education that under our current collective bargaining agreements, board policies, and operating procedures that the school building has the authority and autonomy to implement all redesign plan requirements as written. This assurance requires that schools upload either an Executed Addendum or a Memorandum of Understanding as evidence on the following screen.	Yes		2014-15 MEMO OF UNDERSTANDING

Label	Assurance	Response	Comment	Attachment
	Our school has an executed addendum to the districts applicable collective bargaining agreements which includes all the following elements required by Section 8 of the MCL 380.1280c: Section (8) An addendum to a collective bargaining agreement under this section shall provide for any of the following that are necessary for the applicable school intervention model to be implemented at ___ School. (a) That any contractual or other seniority system that would otherwise be applicable shall not apply at ___ School. This subdivision does not allow unilateral changes in pay scales or benefits. (b) That any contractual or other work rules that are impediments to implementing the redesign plan shall not apply at ___ School. This subdivision does not allow unilateral changes in pay scales or benefits.	No	A memo of understanding has been attached.	

Label	Assurance	Response	Comment	Attachment
	Our school has a Memorandum of Understanding (MOU) outlining the commitment to hold a negotiated addendum meeting to address requirements of Section 8a of MCL 380.12080c	Yes	January 15, 2015	2014-15 MEMO OF UNDERSTANDING

Redesign Plan

Harwood Elementary School

Label	Assurance	Response	Comment	Attachment
	Our Local Educational Agency (LEA) will comply with all applicable requirements, policies and conditions for implementing the Reform/Redesign Plan. The LEA understands that if it fails to develop an approvable plan, or does not make satisfactory progress on the plan implementation and/or student achievement, the Michigan Department of Education/State School Redesign Officer may issue an order placing the school under the control of the State School Reform/Redesign School District (SSRRD). If the school is placed under the control of the SSRRD, under Section 6 of the MCL 380.1280c, the SSRRD will impose for the school one of four intervention models and impose an addendum to applicable collective bargaining agreements in effect for the school as necessary to implement the school intervention model as required by Section 8 of the MCL 380.1280c.	Yes		HARWOOD SIGNATURE PAGE

Transformation Redesign Diagnostic

Introduction

The Transformation Model addresses four specific areas: 1) developing teacher and school leader effectiveness; 2) implementing comprehensive instructional reform strategies; 3) extending learning and teacher planning time and creating community-oriented schools; and 4) providing operating flexibility and sustained support. Overall, you will write a reform/redesign plan to address eleven separate requirements. The reform/redesign plan should be developed for implementation through the 2015-16 school year.

PART A: REFORM TEAM PERSONNEL

Please list the individuals involved in the development of this reform/redesign plan. Use a separate line to list each individual, and include name, title or role, and email contact information.

Corey Tremmel: Principal Harwood Elementary, ctremmel@wcskids.net

Jenni Campbell: Teacher Consultant and Data Team Leader Harwood Elementary, JCampbell@wcskids.net

Jazmine Ciegotura: Second Grade Teacher Harwood Elementary, JCiegotura@wcskids.net

Chris Maras: Title I Teacher Harwood Elementary, Cmaras@wcskids.net

Maria Rosati: Fourth Grade Teacher Harwood Elementary, MRosati@wcskids.net

Deane Spencer: MISD School Improvement Facilitator, dspencer@misd.ent

Shannon Griffin, MISD Intervention Specialist, sgriffin@wcskids.net

Dr. Marianne Ochalek: Executive Director of School Improvement, ochalek@wcskids.net

PART B: TEACHING AND LEARNING PRIORITIES

State two or three "big ideas" for your reform/redesign plan that are intended to change teaching and learning in ways that promote student growth in your school.

Our first big idea is to strengthen our core curriculum implementation. Alignment of our curriculum, instruction, and assessment practices, while maximizing instructional time is needed to decrease variance in curriculum implementation, which will increase student achievement. Our second big idea establishes a Multi-Tiered Support System (MTSS) process. This process will focus on identifying student deficits, providing tiered instruction at each ability level, timely progress monitoring, and collaboratively analyzing data results to assess gains and develop instructional plans. Our MTSS model will align with our Professional Learning Community vision.

State what data were used to identify these ideas

Our School Support Team (SST) reviewed demographic, perception, process, and MEAP achievement data to formulate our two big ideas designed to rapidly improve instructional practices and student achievement. This process began during the 2013-14 school improvement planning process, and continued this fall as part of the Data Dialogue sessions.

PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

Requirement #1: Replace the Principal and increase leadership capacity at the school.

Indicator 1A: In your response, describe how the district has taken on of the following actions: (a) a new principal has been hired that meets all five turnaround competencies, (b) the current principal meets all five turnaround competencies, and (c) a principal with turnaround competencies will be hired before the end of the planning year. *Note: (a) and (c) are the only options if you plan to apply for a School Improvement Grant.

Indicator 1B: Describe how the district will increase leadership capacity. Ensure that this plan addresses at least one of the big ideas around which this plan is developed.

Ms. Corey Tremmel was hired as Principal of Harwood Elementary School for the 2013-14 school year. She exemplifies the five turnaround competencies as evidenced by:

1. Identify and Focus on early wins and big payoffs

- The SIP team and school leadership has a goal to implement or set the foundation for each component of the plan this year
- Engaging in CITS peer coaching during the development of the plan

2. Break organizational norms

- Intentional visibility
- Daily walk-throughs
- Developing teacher leaders through School Improvement Process
- Increased shared monitoring of SIP plan's implementation
- Focusing professional learning to be job-embedded
- Development of teacher provided master schedules; many staff have mentioned that this was a great task for them to evaluate how they structure their day

3. Act quickly in a fast cycle

- Define non-negotiables for curriculum and maximizing instructional time
- Provided staff opportunity for input on organizational changes through meetings and building survey

4. Collect and analyze data

- Periodic self-analysis of four types of data including administrative walk-through observations to inform decision-making practice
- Provides staff time to analyze data and make instructional decisions

5. Galvanize staff around big ideas

- Increased communication processes for expression of ideas to build shared vision of achievement for all students
- Participation in balanced leadership and creating "purposeful community"....collective efficacy
- Staff members voluntary participation in MISD Teacher Leader Program; encouraged to facilitate meetings/PD along with taking initiative collaborate with colleagues.

The district will increase Ms. Tremmel leadership capacity by providing the following resources and supports:

Professional learning opportunities: bi-weekly leadership coaching by Intervention Specialist/or Macomb Intermediate School Improvement

Facilitator to strengthen principal turnaround competencies; monthly MISD Principals' Series; MISD professional conferences/workshops that support the implementation of the school's big ideas; monthly Office of Curriculum (OCI)-HR teacher evaluation and walkthrough professional learning meetings; monthly district principals' PLC meetings and quarterly Superintendent's Administrative Council meetings.

OCI Administrators of Language acquisition/Title III and Title I technical assistance support will be provided on an as needed basis. The district's Human Resources and Business office staff will provide Ms. Tremmel with the necessary resources and supports on an as needed basis

Additional resources provided are: district student data management warehouses, Data Director and Data Manager; district-provided computer tablet; district professional library; professional subscriptions to ASCD and Michigan Reading Association; and membership in MEMSPA.

The district's OCI curriculum and instruction technology specialists (C/ITS) will provide professional learning to Ms. Tremmel and teachers to support the alignment of curriculum, instruction and assessment practices to state and national standards in order to reduce instructional variance and development and implementation of a Multi-Tier System of Support (MTSS) process. A C/ITS professional learning schedule based on specific teacher needs will occur at a minimum on a bi-weekly basis. School improvement team leadership will receive professional learning on the school improvement process, including data analysis and technical assistance in using state-mandated platforms, ex. ASSIST by OCI administrators and Data Analysis and Systems C/ITS.

In-class modeling and coaching, grade-level meetings, PLC meetings, and OCI-building administrative and peer-to-peer walk-throughs are examples of the types of structures in which professional learning will be delivered.

Requirement #2: Use rigorous, transparent, and equitable evaluation systems for teachers and principals.
Indicator 2A: In your response, detail the collaborative process used to create a teacher evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2015-16, at least 50% of teachers' evaluations must be based on student growth). Attach the teacher evaluation and Administrator Evaluation.
Indicator 2B: In your response, detail the collaborative process used to create a leader evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2015-16, at least 50% of leaders' evaluations must be based on student growth). Attach the teacher evaluation and administrator evaluation.

The District uses a Marzano approach to measure quality teaching. Principles of "Classroom Instruction That Works" have been reduced to four domains upon which teachers are evaluated: Content, Understanding, Environment and Support. Classroom walk-throughs incorporate indicators of quality performance through this structure, using a template that asks principals to document evidence of quality teaching in regular classroom rounds.

Evaluation Process

The district engages staff in a collaborative process in order to create an annual teacher evaluation plan. The evaluation process begins with a collaborative goal-setting conference whereby the teacher works with the principal to develop a personal/professional goal. In addition to the personal goal, the staff and principal establish a building goal based on the school improvement process. Finally, the District establishes a student growth goal to meet the legislated standards of student achievement as criteria for evaluation.

In the evaluation process, the District measures student growth outcomes using IOWA assessment projections. Student growth toward building goals is measured with building-based and state assessments. Finally, teachers establish personal goals tied to student growth through classroom-based assessments such as pre/post-tests, DRA, IOWA, and state assessments.   Student growth is considered in the subdomains of content and understanding. The district's instrument includes student growth as a significant factor.

Pursuant to Senate Bill 817

Sec. 1249, 2

Beginning with the 2015-16 school year, the board of a school district….shall ensure that the performance evaluation system for teachers meets all of the following:

(a) The performance evaluation system shall include at least an annual year-end evaluation for all teachers. An annual year-end evaluation shall meet all of the following:

(i) At least 50% of the annual year-end evaluation shall be based on student growth and assessment data. All student growth and assessment data shall be measured using the student growth assessment tool that is required under legislation enacted by the legislature after review of the recommendations contained in the report of the former Michigan Council for educator effectiveness. (SB-0817, As passed Senate, June 12, 2014: Substitute for Senate Bill No. 817)

Principals use a district walk-through protocol that aligns to the evaluation instrument to document performance observations. These walk-throughs take place a minimum of four times per year, over the course of the year. Principals may use summarized or expanded walk-through forms to provide additional detail as needed for new teachers or teachers about whom there may be concerns. Central Office spent a year training principals to use the walk-through forms to develop a common understanding of what he or she is looking for in the classroom. As needed, principals are conducting walk-throughs with other principals to effectively use mentoring in their professional development of evaluative practices.

Teachers are observed formally at least once during the school year unless they are a first year teachers or a teachers rated minimally effective or ineffective the prior year. Principals meet with all teachers mid-year to provide feedback on progress towards goals and their performance. Mid-year evaluations are provided to first-year teachers; teachers rated minimally effective or ineffective the prior year, or who may be on a corrective action IDP with a trajectory of being minimally effective at the end of the year.

A final evaluation is provided at the end of the year that rates each teacher highly effective, effective, minimally effective, or ineffective in each of the four su-bdomains and the goals section. Furthermore, their students' performance, in the form of student growth, on IOWA is included in the student achievement section of the evaluation.

The evaluation tool and process was developed two years ago adhering to the newly legislated requirements. Since then the evaluation process has been reviewed and revised and continues to be periodically reviewed through an on-going feedback process that involves the WEA leadership, the Chief Academic Officer, and the Chief Human Resources Officer. For example, after a series of discussions held during the first year of the evaluation tool's implementation (2013-14), revisions to improve the tool were drafted and approved by the district and union leadership.

Administrator evaluations align with Marzano's approach to Balanced Leadership.   The subdomains of the administrator evaluation consider the principal's effectiveness in Managing Change; Focused Leadership; Purposeful Community; Board Policies, Guidelines and Practices; and Student Achievement.

EVALUATION PROCESS: The district engages staff in a collaborative process in order to create an annual administrator evaluation plan. Similar to the teacher evaluation process, principals meet with the Chief Academic Officer and Chief Human Resources Officer to establish their performance. These goals align with performance expectations described in the evaluation instrument.

Over the course of the year, principals provide evidence of their leadership and performance related to the sub-domain categories. Central Office evaluators track evidence of performance for administrators as well. Principals receive mid-year feedback on performance.

At the end of the year, principals are evaluated as highly effective, effective, minimally effective, or ineffective on each of the sub-domains. Student growth achievement is a significant factor in the evaluation as represented in a separate sub-domain that receives its own rating based on the IOWA Assessment growth performance of its students and aligns with the growth percentages requirements of the teacher evaluation and legislative requirement, Senate Bill 817 Sec. 1249 (a) (i).

The evaluation tool has been reviewed and revised by the Warren Administrators Association (WAA) leadership, the Chief Academic Officer, and the Chief Human Resources Officer during the past three years. This process continues to be periodically reviewed through on-going feedback meetings that allows for the development of common expectations of performance. In these meetings, administrators provide input

into the interpretation and application of these performance categories. For example, after a series of discussions held during the first two years of the evaluation tool's implementation, revisions to improve the tool were drafted and approved by the district and WAA leadership. The administrator evaluation instrument complies with R.S.C. § 380.1249 as amended by Senate Bill 817, July 2014.

Requirement #3: Identify and reward school leaders, teachers, and other staff members who have increased student achievement. Additionally, the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement.
Indicator 3A: In your response, identify the strategies that will be used to identify and reward school leaders, teachers, and other staff members who have increased student achievement. This process must reward educators for positively contributing to increased student achievement and for implementing the instruction program with fidelity (outlined in requirement #6).
Indicator 3B: In your response, describe how the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes, and who have not met criteria based on the teacher evaluation system.

In priority schools that have successfully raised student achievement to a level that removes them from priority school status, the district will highlight their achievement and honor their work through a ceremony and/or recognition dinner. Teachers, who demonstrate exceptional work in the area of increased student achievement through successfully implementing the instructional program, may be recommended for a "Highly Effective" evaluation rating.

The district evaluation process guides the identification of educators who are not positively contributing to increasing student achievement. Professional learning opportunities will be provided to educators who have been identified as needing additional support. In the event that a teacher's performance is deemed minimally effective, or ineffective, that teacher will be placed on an individual development plan (IDP) at the point in time in which the teacher's poor performance is observed, brought to the attention of the teacher, and left uncorrected. Within the IDP process, if the teacher is unsuccessful in completing the requirements of the IDP, he or she will receive a minimally effective or ineffective rating on his or her final evaluation. Layoffs and terminations, pursuant to legal requirements addressing final evaluation ratings, will be applied. Any teacher whose performance in a priority school is minimally effective or ineffective shall be removed from the school. Placement and staffing for priority schools will be treated differently from that of schools which are not in priority school status. Separate from the district evaluation process, a priority school administrator may exercise his/her authority to surplus a teacher (remove from the building). The reasons include: not actively engaging and applying the reform plan's implementation, and or unable to adjust to the demands of the redesign plan.

Requirement #4: Provide staff with ongoing, high quality, job-embedded professional development aligned with the school's comprehensive instructional program.   This should be designed with school staff to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school reform strategies.
Indicator 4A: In your response, describe the school's plan for professional development. The plan must: (a) reflect the "Big Ideas" (see Part B), (b) offer repeated opportunities with a common focus, (c) be high quality, (d) be job-embedded (e.g. integrated into the work day), (e) align to the instructional program described in requirement #6, and (f) include a process for monitoring the impact of PD on instructional practices.

Staff members will engage in professional development that is high quality, job-embedded and aligned with the school's comprehensive instructional program.The foundation of our professional development plan is to strengthen our Tier 1 instruction. As a collaborative professional learning community, we have analyzed multiple measures of data and current instructional practices that will be the foundation

of increasing student achievement at Harwood Elementary. As stated in Part B, our first big idea is to rigorously align our core curriculum utilizing research-based best practices, yielding a decrease in implementation variance while maximizing instructional time. Our second big idea is to establish a structured Multi-Tiered System of Support (MTSS) process, utilizing staff resources to better serve all students. This process will focus on identifying student deficits, providing tiered instruction at each ability level, timely progress monitoring, and collaboratively analyzing data results to assess gains and develop instructional plans. Both of these 'big ideas' will align with our Professional Learning Communities (PLC) vision.

The structure of our professional development will be continuous and on-going, offered at multiple times through our cohort cycle to ensure that all staff members experience the same training. Monthly PLCs, bi-weekly staff meetings, common grade level meetings, and in-class peer coaching are examples of delivery of professional learning planned for Harwood Elementary School staff. Upon the completion of professional learning sessions, all staff members will: reflect and outline how instructional strategies can be implemented into their daily lessons; how the instructional practices will support student data outcomes; and how staff can support their colleagues through peer coaching and modeling. Collaborative meeting and planning will also focus on looking at student work samples as a component of analyzing student data outcomes for instructional planning. To ensure that instructional strategies are being implemented school-wide, school administration will systematically engage in walkthroughs, monitoring instructional practices and student engagement. In addition, peer lead walkthroughs will occur within and across grade levels; collaboration time will be allocated during our PLC meetings to review student data, measuring the effectiveness of their professional learning implementation. As a resource for observing and monitoring teacher implementation of instructional strategies we have made a collective commitment to providing check lists for peer walkthroughs and instructional rounds. The structure of the check lists will provide an overview of "look for and listen for" observable actions and engagement of both the teacher and students. The objective of our professional learning is to provide staff with the knowledge and tools to facilitate effective teaching and learning, while building capacity to successfully implement our plan.

We have included an overview of our professional development plan that was designed with the input of all school stakeholders:

Classroom Instruction that Works
As indicated throughout our plan, it is the expectation that all instructional staff members will utilize research-based best practices. At Harwood, we will continue with our school plan, which aligns with our district's plan, to train all staff members in McRel's Classroom Instruction that Works: Researched-Based Strategies for Increasing Student Achievement, 2nd Edition (CITW). The research supports a decade of data that outlines nine instructional practices, that when implemented consistently, will yield a positive effect on student learning. The instructional practices that need to be utilized are: Setting Objectives and Providing Feedback, Reinforcing Effort and Providing Recognition, Cooperative Learning, Cues/Questions and Advance Organizers, Non-linguistic Representation, Summarizing and Note Taking, Assigning Homework and Providing Practice, Identifying Similarities and Differences, and Generating and Testing Hypotheses. By the conclusion of the 2014-2015 school year, 80% of our staff will have completed CITW professional learning; other staff members will be trained during the 2015-2016 school year.

Balanced Assessment Practices: Supporting Instructional Practices and Learning Cycles (ILC)
As part of our priority school status, five members of our teaching staff will participate in "Balanced Assessment Practices: Supporting Instructional Practices and Learning Cycles" during the 2014-2015 school year and participate in a pilot program, serving as teacher leaders. Tom Many, Ed.D., will facilitate the professional development, in partnership with our School Improvement Facilitators from the MISD to meet the objectives in the following areas: Engagement with tools that support the Instructional Learning Cycle; participation in job-embedded professional learning as part of a pilot program; successful use of data to support reform strategies; develop system of progress monitoring; and create a collaborative culture that is results driven. It is the expectation that, during the 2015-2016 and 2016-2017 school years, our teacher leaders (SST) will become the facilitators of the professional development throughout our remaining cohort years. This area of professional development will fuel our efforts to align our core curriculum, as well as support our MTSS model.

Surveys of Enacted Curriculum

Beginning in spring 2015, our staff will be trained in the use of Surveys of Enacted Curriculum (SEC) to align our instructional program to state and national standards. SEC is a web-based tool that provides mathematics, science, and English Language Arts teachers with consistent data, both on current instructional practices and the content actually being taught in the classroom. Survey results are presented in clear and accessible charts and graphs to facilitate data analysis and discussion. The SEC's comprehensive data analysis and reporting tools help staff to: vertically/horizontally align their classroom instruction practices and teacher preparation; develop a needs assessment in low performance areas; and plan/evaluate staff development initiatives.

Differentiated Reading Instruction (Growing Good Readers)

In an effort to differentiate instruction in the upper elementary grades, due to the varied reading levels, our upper elementary teachers will participate in professional development offered by our MISD consultants. "Growing Good Readers" builds on a balanced literacy framework and aligns to our "big idea" of aligning our core curriculum. The objective of the professional development is to provide educators with an in-depth understanding of a balanced literacy framework, foundational skills, components of reading and writing instruction, and meaningful literacy centers. During the 2014-2015 school year, as part of our school improvement plan, we had one third grade teacher, one fourth grade teacher and three fifth grade teachers participate in this professional development. During the 2015-2016 school year, trained teacher leaders will facilitate peer instructional coaching workshops to share and model their acquired knowledge.

Balanced Literacy Training (Differentiated Reading Instruction)

The objective of the literacy training is to provide staff with a focus on identifying student deficits in order to plan Tier I and Tier II effective instruction in a balanced literacy program. The professional development will allow staff to contribute agenda items related to balanced literacy that they need to strengthen the core curriculum. The professional development initiated in 2014-2015 will be provided by literacy consultant, Toni Hall. The support and training will continue through spring 2018 with our district Language Arts Content Specialist providing literacy coaching within the classroom in the content of reading and writing.

Corrective Reading

To address the achievement deficits of our Students with Disabilities (SWD), our special education staff will engage in professional development in Direct Instruction Corrective Reading. The purpose of the professional development is to provide staff with research-based Tier II/III interventions, inclusive materials, strategies and assessments. After the initial training, job-embedded professional development and peer coaching and support will be part of our Multi-Tiered Support System (MTSS). During the 2014-2015 school year, our resource room teacher attended professional development and is implementing Corrective Reading into his daily instruction. During the 2015-2016 school year, our resource room teacher will provide Corrective Reading professional development to our intervention support staff and the program will be used with students who have a DRA2 score between a 6-10 and performing below grade level benchmarks.

Progress Monitoring

To support our MTSS initiative, "Big Idea" 2, all staff will be provided continuous professional development in progress monitoring. Our resource room teacher, Title I and Language Acquisition teacher will provide whole group and individual training on the use of Easy CBM monitoring tools for reading and math. The purpose of a common progress monitoring tool is to monitor students in a timely manner (every 3-4 weeks), then provide collaborative time for the intervention support team to meet with grade level teams (embedded in school calendar) to assess student progress and plan the next step in the instructional learning cycle.

District Content Specialists

In the area of math, our focus is to provide job-embedded professional development by structuring support-based on individual teacher needs. Our district Math Content Specialist will provide coaching through classroom modeling, lesson design and one-on-one or small group

dialogue time working toward the goal of a continuous learning cycle that is cohesive within each grade level. In conjunction with the peer coaching, grade level teams through the use of common planning time, will use their depth of knowledge to develop grade level common assessments which will help to decrease variance and support the Balanced Assessment Practices.

Our Language Arts Content Specialist will provide professional development based on the individual needs of the classroom teacher. The focus of the one-on-one support will be to observe the classroom teacher's language arts block and support the components of the balanced literacy professional development topics that the school has engaged in. In addition, the content specialist will work school-wide with staff on "Thinking Maps" to establish common pre-writing vocabulary and graphic organizers across the grade levels.

In the area of science and school studies, our content specialist will provide training to the classroom teachers on utilizing informational text within their literacy block to better integrate curriculum across the content areas.

As part of the school improvement process, we will continually update and outline a professional development calendar for each calendar year.

Requirement #5: Implement strategies to recruit and retain staff with skills necessary to meet the needs of students in a transformational school. These can include strategies such as financial incentives, increased opportunities for promotion and career growth and more flexible work conditions.

Indicator 5A: In your response, identify the strategies the district will use to recruit teachers to this school based on student needs and assign teachers to this school based on student needs.

Indicator 5B: In your response, identify the strategies the district will use to retain teachers at this school.

Teachers willing to teach in priority schools will be provided staffing and material resources that meet or exceed those available in other schools. Based on a review of data, in which student needs are identified, additional staff will be assigned to assist in student achievement goals (i.e. If student growth is needed in math, the additional staff member assigned will have math expertise. If student growth is needed in ELA, the additional staff member will have ELA expertise.) In this way, classroom teachers will be uniquely supported in their efforts to reach students. Teachers in priority schools will also have access to additional professional development and/or additional professional development funding.

Priority schools will be protected from the placement processes of the rest of the district. Unless the teacher is removed from the building for performance or best-interest reasons, the teacher will have assurance that he or she will not be involuntarily transferred or bumped from his or her position. In this way, assignment in a priority school will provide stability and predictability to the development of mastery level teaching. This continuity will provide incentive to invest in the hard work of raising student performance and building a school culture of learning.

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

Requirement #6: Use data to identify and implement an instructional program(s) that is based on research and aligned from one grade to the next, as well as with state academic standards.

Indicator 6A: In your response, detail the process the school used to select an instructional program. The process must address how the school used a diagnostic process that (a) used multiple data sources to understand priority designation, (b)links the instructional program to disaggregated data by subject, grade level, and subgroups, (c) identified and prioritized underlying causes of low student performance, (d) describe a three-year sequence for improving instruction in all content areas related to priority school designation.

Indicator 6B: In your response, describe your instructional program. The school's instructional program must: (a) reflect the "Big Ideas", (b) include specific teaching and learning strategies (Tier I) for school-wide implementation, (c) align with career & college ready standards, (d) be based on research, relevant data, and outcomes of data dialogue (if applicable), (e) provide an overview of the implementation timeline, resources, and staff responsible for implementation over three years, and (f) describe a plan to track adult implementation of instructional program

Throughout the 2013-14 school year, the Harwood staff collaboratively participated in a comprehensive needs assessment during PLC and staff meetings. Student work was analyzed and data was disaggregated from several resources: Data Director, Riverside Data Manager, BAA, CEPI, MiSchoolData, Power School, and staff and parent surveys. The School Improvement team in conjunction with the staff, analyzed and identified achievement gaps in all content areas for all students and sub groups with multiple test results. Staff prioritized areas of greatest need for all diverse learners and established school improvement goals based on the data results.

We began the 2014-15 school with a Data Dialogue meeting facilitated by an MISD facilitator. Together with district leaders, Harwood Elementary School identified the "underlying causes" to help explain why the school's achievement is low enough to have been placed in the state's bottom 5%. Staff recognizes the need to revise our instructional program to reflect the big ideas gleaned from our data dialogues and align to the Common Core State Standards. The revised program needs to be based on research and best practices, aligned with the Common Core State Standards, and implemented with consistency and fidelity.

Examples of data used to help us make data-driven decisions have been included.

BUILDING DEMOGRAPHICS:

Harwood Elementary School is a Title I Schoolwide school and has an overall Top-to-Bottom percentile rank of one. Additionally, the Michigan School Accountability Scorecard Status for Harwood Elementary School is RED. Grades taught in the school range from kindergarten through fifth grade and one LD resource room. The total enrollment of Harwood Elementary School for the 2013-2014 academic year was 429 students. The school population is comprised of 44% female and 56% male students. In terms of race/ethnicity demographics, 1% (5) were Hispanic, 7.5% (32) were African American, 4% (17) students were Multi-Racial, 10.5% (45) were Asian, and 76% (325) were White. With regard to the program participation subgroups, 35.89% (154) of the population were EL students, 14.49% (61) were special needs students with an IEP, and 76.9 (324) were identified as ED (economically disadvantaged).

In 2013-2014, no students were retained and the overall attendance rate was 95%. Also, in 2013-2014 the student count mobility rate revealed that there were 425 students on the first day of school and 437 on the last day of school. Throughout the course of the school year, 32 students entered the building and 88 students left the building after the first day. The large decrease in enrollment from the 2012-2013 school year to the 2013-2014 school year was primarily due to an entire apartment complex closing, forcing many Harwood families to move. Harwood Elementary also loss 45 students for the 2014-2015 school year due to the CI program being relocated as part of our district's repurposing plan.

STUDENT ACHIEVEMENT DATA:

Over the past three years, MEAP summative assessment data from Harwood Elementary School reveals below average results. For instance, the overall school percentile rank of the building dropped from 11% (z-score =-1.0338) in 2012-2013 to 1% (z-score= -1.8285) in 2013-2014. This can be primarily attributed to 2013-2014 MEAP mathematics (z-score=-1.5400), reading (z-score=-1.7699), writing (z-score=-2.3817), science (z-score=-2.1913), social studies (z-score=-1.2597) results; in each of these subject areas, z-scores dropped considerably.

Achievement scores from the 2011-2012 MEAP mathematics (z-scores=-1.1491), reading (z-scores=-1.0707), writing (z-scores=-1.6739), science (z-scores=-0.4560), social studies (z-scores=-0.8195) reflect declines from 2010-2011 achievement scores as well. As the team researched further, they noticed trends in certain areas present across low-performing groups (i.e. Economic Status, English Learners).

During several "Data Digs," the Harwood School Support Team discovered several trends in regards to our entire student population and subgroups. Below is a summary of our discoveries:

3RD GRADE MEAP MATHEMATICS:

The 2011-2012 Top 30/Bottom 30 MEAP math analysis shows that 39.7% (n=25) students at Harwood Elementary performed at the bottom 30% as compared to other 3rd grade students in the school. Furthermore, 31.8% (n=20) were ranked in the middle 40%, while 28.6% (n=18) were ranked in the top 30%.

The 2012-2013 Top 30/Bottom 30 MEAP math analysis shows that 25.7% (n=18) students at Harwood Elementary performed at the bottom 30% as compared to other 3rd grade students in the school. Furthermore, 41.4% (n=29) were ranked in the middle 40%, while 28.6% (n=20) were ranked in the top 30%.

There is a decreasing trend in proficiency from 2011-2012 (33%) to 2012-2013 (26.5%) 2013-2014 (22.5%) in third grade mathematics.

4TH GRADE MEAP MATHEMATICS:

The 2011-2012 Top 30/Bottom 30 MEAP math analysis shows that 19.6% (n=11) students at Harwood Elementary performed at the bottom 30% as compared to other 4th grade students in the school. Furthermore, 28.6% (n=16) were ranked in the middle 40%, while 51.8 (n=29) were ranked in the top 30%.

The 2012-2013 Top 30/Bottom 30 MEAP math analysis shows that 40% (n=26) students at Harwood Elementary performed at the bottom 30% as compared to other 4th grade students in the school. Furthermore, 27.7% (n=18) were ranked in the middle 40%, while 30.8% (n=20) were ranked in the top 30%.

There is a decreasing trend in proficiency from 2011-2012-(49%) to 2012-2013 (35.4%) 2013-2014 (22.73%) in fourth grade mathematics.

5TH GRADE MEAP MATHEMATICS:

The 2011-2012 Top 30/Bottom 30 MEAP math analysis shows that 34.6 (n=18) students at Harwood Elementary performed at the bottom 30% as compared to other 5thgrade students in the school. Furthermore, 50% (n=26) were ranked in the middle 40%, while 15.4 (n=<10) were ranked in the top 30%.

The 2012-2013 Top 30/Bottom 30 MEAP math analysis shows that 26.8% (n=15) students at Harwood Elementary performed at the bottom 30% as compared to other 5th grade students in the school. Furthermore, 44.6% (n=25) were ranked in the middle 40%, while 25% (n=14) were ranked in the top 30%.

There is an increasing trend in proficiency from 2011-2012-(19%) to 2012-2013 (28.3%) 2013-2014 (33.33%) in fifth grade mathematics.

SUBGROUP DATA:

According to the MEAP results for 2011-2012 for our EL population, 51.1% (n=24) students were in the bottom 30%. Furthermore, 38.3% (n=18) were ranked in the middle 40% and 10.6% (n=<10) were ranked in the top 30%. According to the MEAP results for 2012-2013 for our EL population, 46.7% (n=28) students were in the bottom 30%. Furthermore, 33.3% (n=20) were ranked in the middle 40% and 11.7% (n=<10) were ranked in the top 30%. The data shows a 3.5% increase for those who have moved out of the bottom 30%.

According to the MEAP results for 2011-2012 for our ED population, 38.3% (n=57) students were in the bottom 30%. Furthermore, 39.6%

(n=59) were ranked in the middle 40% and 22.2% (n=33) were ranked in the top 30%. According to the MEAP results for 2012-2013 for our ED population, 35.8% (n=63) students were in the bottom 30%. Furthermore, 40.3% (n=71) were ranked in the middle 40% and 19.9% (n=35) were ranked in the top 30%. The data shows a 2.5% increase for those who have moved out of the bottom 30%.

3rd GRADE MEAP READING:

The 2011-12 Top 30/Bottom 30 MEAP reading analysis shows that 38.1% (n=24) 3rd grade students at Harwood Elementary School performed at the bottom 30% as compared to the other 3rd grade students at the school. Additionally, 44.4% (n=28) were ranked into the middle 40%, while 17.5% (n=11) of all Harwood Elementary School 3rd graders ranked in the top 30%.

The 2012-13 Top 30/Bottom 30 MEAP reading analysis shows that 29.6% (n=21) 3rd grade students at Harwood Elementary School performed at the bottom 30% as compared to the other 3rd grade students at the school. Additionally, 38% (n=27) were ranked into the middle 40%, while 28.2% (n=20) of all Harwood Elementary School 3rd graders ranked in the top 30%.

The trend in the student proficiency rate varied on the MEAP reading assessment in 2011-12 (39%) increased in 2012-13 (41.2), and then decreased in 2013-2014 (34.4%)

4th GRADE MEAP READING:

The 2011-12 Top 30/Bottom 30 MEAP reading analysis shows that 26.8% (n=15) 4th grade students at Harwood Elementary School performed at the bottom 30% as compared to the other 4th grade students at the school. Additionally, 35.7% (n=20) were ranked into the middle 40%, while 37.5% (n=21) of all Harwood Elementary School 4th graders ranked in the top 30%.

The 2012-13 Top 30/Bottom 30 MEAP reading analysis shows that 38.5% (n=25) 4th grade students at Harwood Elementary School performed at the bottom 30% as compared to the other 4th grade students at the school. Additionally, 30.8% (n=20) were ranked into the middle 40%, while 29.2% (n=19) of all Harwood Elementary School 4th graders ranked in the top 30%.

The trend in the student proficiency rate on the MEAP reading assessment showed a decrease from 2011-12 (57%), 2012-13 (44.6%) to 2013-14 (47.7%).

5th GRADE MEAP READING:

The 2011-12 Top 30/Bottom 30 MEAP reading analysis shows that 30.8% (n=16) 5th grade students at Harwood Elementary School performed at the bottom 30% as compared to the other 5th grade students at the school. Additionally, 38.5% (n=20) were ranked into the middle 40%, while 30.8% (n=16) of all Harwood Elementary School 5th graders ranked in the top 30%.

The 2012-13 Top 30/Bottom 30 MEAP reading analysis shows that 26.8% (n=15) 5th grade students at Harwood Elementary School performed at the bottom 30% as compared to the other 5th grade students at the school. Additionally, 41.1% (n=23) were ranked into the middle 40%, while 28.6% (n=16) of all Harwood Elementary School 5th graders ranked in the top 30%.

The trend in the student proficiency rate on the MEAP reading assessment showed a decrease from 2011-12 (61%), 2012-13 (55.8%) to 2013-14 (48.1%).

5th GRADE SCIENCE:

The 2011-12 Top 30/Bottom 30 MEAP reading analysis shows that 30.8% (n=16) 5th grade students at Harwood Elementary School performed at the bottom 30% as compared to the other 5th grade students at the school. Additionally, 38.5% (n=20) were ranked into the middle 40%, while 30.8% (n=16) of all Harwood Elementary School 5th graders ranked in the top 30%.

The 2012-13 Top 30/Bottom 30 MEAP reading analysis shows that 30.4% (n=17) 5th grade students at Harwood Elementary School performed at the bottom 30% as compared to the other 5th grade students at the school. Additionally, 37.5% (n=21) were ranked into the middle 40%, while 28.6% (n=16) of all Harwood Elementary School 5th graders ranked in the top 30%.

The trend in the student proficiency rate on the MEAP science assessment showed a decrease from 2008-2009 (28%), 2009-2010 (<10%), 2010-2011 (<10%), 2011-2012 (<10%), 2012-2013, (<10%), 2013-2014 (<10%).

School Sub-Group Data:

According to the MEAP results for 2011-12, 40.3% (n=60) of Harwood Elementary School's ED population were in the bottom 30%, 39.6% (n=59) were in the middle 40% and 20.1% (n=30) were in the top 30. Our EL population shows that 61.77% (n=29) of Harwood Elementary School's students were in the bottom 30%, 29.8% (n=14) were in the middle 40% and <10% (<10) were in the top 30% according to the MEAP results.

According to the MEAP results for 2012-2013, 36.6% (n=64) of Harwood Elementary School's ED population were in the bottom 30%, 39.4% (n=69) were in the middle 40% and 20% (n=35) were in the top 30. Our EL population shows that 46.7% (n=28) of Harwood Elementary School's students were in the bottom 30%, 33.3% (n=20) were in the middle 40% and 11.7% (<10) were in the top 30% according to the MEAP results.

Our School Support Team data dialogue analysis of achievement data reveals student achievement has declined in nearly all subgroups in reading, writing, mathematics, science and social studies. As a result of our low performance, it has become evident that there is a need to strengthen our core curriculum content implementation and establish a Multi-Tiered Support System (MTSS) process to increase student achievement within our diverse student population.

PERCEPTION DATA:

Survey results for the 2013-2014 school year reflect the perceptions of all stakeholders, including staff, students, and parents. Staff survey results, for 2013-2014 (n=21) were positive in all areas, despite the challenges of low achievement scores on standardized tests. Teacher surveys indicate that they have high expectations of themselves and their students, which was the overall highest level of satisfaction among the staff. They also are very satisfied with their ability to modify and accommodate to meet the needs of their students. Teachers feel very strongly that their classrooms provide a comfortable learning environment that supports learning. Teachers reported that their satisfaction is increasing in their clear understanding of the School Improvement Plan, as well utilizing their use of data and research to drive classroom instruction.

Harwood staff indicated that they have a low level of satisfaction with students completing assignments, students' work and study habits, and appropriate student conduct during the school day. One hundred percent of the staff expressed dissatisfaction with parent involvement. In the past five years, new curriculum has been implemented within the district while simultaneously state standards are continually changing. Mastery of curriculum and standards has been negatively impacted by these changes. Staff has received training in order to use data and research to help direct their classroom instruction. Staff changes and reductions, and widening gaps within the school's academic performance, have made it difficult to meet the needs of our at-risk population. Harwood families, including all subgroups, were given the opportunity to take the parent survey. There were 35 families who took the survey. Through analysis of the completed surveys, there were multiple areas of high level of parent satisfaction. Through the years, parents have expressed a satisfaction with the staff at Harwood and they feel that the Harwood staff makes informed decisions in the best interest of the students. The parents feel confident that their children are being educated by highly qualified staff members who effectively communicate student progress. Forty percent of the parents who took the survey report that they do not take advantage of opportunities for parent involvement. Parents' satisfaction is also low in the area of students' homework completion.

Student surveys reveal the highest levels of satisfaction in the following areas: Teacher encouragement, teacher expectations, and students' best efforts. The students reported that their lowest level of satisfaction is activities in class are interesting and fit my learning style. A high percentage of students responded positively to questions about their teachers and the support they receive in the classroom.

Underlying Causes:
Data analysis based on examining multiple measures (ex. MEAP, DRA, IOWA, demographic and perception), provided our team to draw conclusions and identify possible root causes of low student performance. The decline in student achievement can be attributed to the following causal factors: Increase in level 1 and level 2 English Learner population, need to align oral language instruction to meet the needs of our students, increase in our economically disadvantaged population, necessity to align core curriculum instruction, variance in curriculum implementation, lack of cohesiveness in protecting our direct instructional minutes and the lack of a Multi-Tiered Support System that functions with an outlined process for providing interventions.

HARWOOD ELEMENTARY SCHOOL INSTRUCTIONAL PROGRAM

Through collaboration in analyzing student data, curriculum implementation, and research based instructional practices, our first big idea is to better align our core curriculum to state and national standards. Alignment of our curriculum, instruction, and assessment practices, while maximizing instructional time is needed to decrease variance in curriculum implementation, which will increase student achievement.

A driving force for this alignment will be the Surveys of Enacted Curriculum (SEC), a web-based tool that provides mathematics, science, and English Language Arts teachers with consistent data, both on current instructional practices and the content actually being taught in the classroom. Survey results are presented in clear and accessible charts and graphs to facilitate data analysis and discussion. The SEC's comprehensive data analysis and reporting tools help staff to: vertically/horizontally align their classroom instruction practices and teacher preparation; develop a needs assessment in low performance areas; and plan/evaluate staff development initiatives.

SEC data will reveal: The amount time teachers spend on activities by grade level (horizontal alignment) and school (vertical alignment); a breakdown of the amount of time teachers spent instructing on different strands of a content standard; and the relationship between time and depth of instruction on strands within a standard compared to the standards measured on a benchmark assessment. SEC data feedback will also guide staff to better allocate their instructional time for a given standard and to clarify exactly what content within the standard demands additional instructional focus, this serving as a catalyst for collegial conversations (data dialogue) about instructional change and reflective practice. The collaborative effort to continually analyze data outcomes will create a system that aligns our instruction to meet the needs of our English Learner (EL) and Economically Disadvantaged (ED) subgroups by strengthening our Tier 1 instruction.

In addition to the use of the SEC, Harwood staff will spend time during our professional learning communities and grade-level interventions meetings to analyze data from MEAP and IOWA item analysis, grade level common assessments, and progress monitoring tools in order to discover gaps among our subgroups and utilize that data to drive our instruction. This process will establish a system where the instruction provided by our staff, both within the classroom and program based, is outlined in our Multi-Tier System of Support.

According to MEAP ELA data, Harwood Elementary students have shown a consistent decrease in proficiency over three years. The district's adoption of curriculum that encompasses a balanced literacy program will support our TIER I instructional learning program. The goal of a balanced literacy program is to include the following five components of literacy: Read aloud, guided reading, shared reading, independent reading, and word study. The balanced literacy program draws on research that supports differentiating instruction to provide students with direct instruction at their ability level. Oral language development, including student discourse, will be embedded into instruction across content areas. To support the development of our students' writing skills, the staff will incorporate Thinking Maps into daily writing instruction to promote consistency among grade levels in providing every student with pre-writing strategies. Differentiation of instruction will support the needs of our students by providing rigorous tasks for students demonstrating proficiency as well as direct instructional strategies that support the needs of our EL and ED subgroups aimed at increasing student achievement.

To insure consistent implementation all staff members will participate in literacy professional development training provided by Toni Hall, an external consultant in language arts. The objective of the literacy training is to provide staff with a focus on identifying student deficits in order to plan Tier I and Tier II effective instruction in a balanced literacy program. All components of balanced literacy will be incorporated into a minimum of a 2 hour Language Arts block. In order to appropriately monitor and assess the fidelity of implementation of our curricular changes and instructional programs, the following will occur: Administrative walk-throughs, peer walk-throughs, monitoring of master schedules and guided reading logs, collection of DRA2 and IOWA data, and the implementation of our Instructional Learning Cycle.

In order to ensure rapid, significant student growth, Harwood Elementary will utilize McREL's Classroom Instruction that Works (CITW) framework. This program draws upon research and developments to analyze/evaluate the teaching strategies that have the most positive effect on student learning:

- Setting objectives and providing feedback

- Reinforcing effort and providing recognition

- Cooperative learning

- Cues, questions, and advanced organizers

- Non- linguistic representations

- Assigning homework and providing practice

- Identifying similarities and differences

- Generating and testing hypothesis

-

These strategies will be implemented within a structure that is geared toward instructional planning. Each strategy will be supported with recommended classroom practices, tips for using the strategy with today's learners, and examples of the strategy in use. All instructional staff will complete training by the end of the 2015-2016 school year. In order to appropriately monitor/assess the effects of CITW, our school support team (SST) team will be looking at the data from DRA2 data, MEAP data, IOWA data, and the Instructional Learning Cycle.

According to the MEAP Math data, Harwood Elementary students in 3rd and 4th Grade have shown a consistent decrease in proficiency; however our 5th Grade has shown an increasing trend in proficiency over the past three years. In order to address this deficit and maintain current growth, Harwood staff will spend time during our Professional Learning Communities and grade level intervention meetings analyzing data in order to identify building strengths and weaknesses, and develop grade level common assessments aligned with the Common Core math standards. In order to align our math curriculum using research based best practices, decrease variance in curriculum implementation, and maximize instructional minutes to promote student growth, Harwood Elementary staff will implement the following instructional programs across all grade levels: Adjusted pacing guide which aligns Envision Math to the Common core standards; implementation of Instructional Learning Cycle to include common pre and post assessments; initiation of a 90 minute math block with a minimum of 60 minutes of direct math instruction, including the eight mathematical practices; the use of math journals to increase the depth and knowledge of the common core standards. In addition, all students performing within the bottom 30%, which encompass our EL and ED subgroups, will receive Tier 2 small group instruction as part of our MTSS program.

These practices will be monitored through administrative walk-throughs, direct instruction monitoring logs, the use of progress monitoring tools and grade level common assessments.

Our second big idea within our transformation model establishes a Multi-Tiered Support System (MTSS) focusing on identifying student deficits, providing tiered instruction at each ability level, timely progress monitoring, and collaboratively analyzing data results to assess gains and develop instructional plans. Our MTSS model will align with our Professional Learning Community vision. This system of support will address the needs of our EL and ED subgroups and provide a systemic approach where all staff members will converge on meeting the needs of students through data analysis and collaborative planning.

Tiered Instruction Plan:

In Tier 1 instruction, curriculum content will be aligned and focused on utilizing research-based best practices, decreasing variance in instructional implementation and maximizing instructional minutes to enhance our teaching and learning process to promote student growth. Harwood teachers will use: CITW instructional practices; implementation of Instructional Learning Cycle to include pre and post assessments; SEC results, data analysis to drive classroom instruction; progress monitoring to reflect on results and make adjustments; monitor school-wide strategies; and common planning embedded in master schedule. Monitoring of Tier I implementation will be done by administrative walkthroughs in conjunction with peer walkthroughs for purposes of collaborative planning time feedback. Peer walkthroughs and/or instructional rounds will be supported by instructional strategy "look for" check lists that are teacher created and outline observable actions of both the teacher and students.

In Tier 2 instruction, teachers will differentiate instruction based on assessment results outlining student deficits. It will be done through small group instruction specific to students' needs. Furthermore, interventionists providing Tier 2 support will align their strategies and skill focus with what the classroom teacher is providing. Progress monitoring for bottom 30 will be done every 3 weeks and data will be reviewed at grade level intervention meetings every 6-10 weeks, with meetings being embedded in school calendar. Instructional practice effect on student outcomes will also be evaluated at this time. Our goal is to impact the performance of both or EL and ED subgroups to increase their proficiency level in formative and summative assessments.

In Tier 3 supplemental instruction, the Language Acquisition teachers and Title I teacher will use LLI (Leveled Literacy Intervention) materials to support the needs of the students in the bottom 30%. Special Education staff will use Corrective Reading program to support special education students IEP goals. Progress monitoring will be completed using Easy CBM and the DRA continuum every 3-4 weeks. As the Tier 3 teachers collect data, they will facilitate the grade level intervention meetings every 6-10 weeks.

Staff will utilize established district outcomes for core areas (i.e. DRA proficiencies by grade level; grade level writing rubrics, etc.) as well as state, county, and district-created program monitoring and evaluation tools as they continuously analyze student outcomes and reflect on the implementation of instructional programs. It is the expectation that all staff members providing instruction or services to students will be part of our outlined process.

2014-2015 IMPLEMENTATION OF INSTRUCTIONAL PROGRAM - The following professional learning will be provided to all staff members. In addition, based upon ongoing data dialogue meetings and stakeholder input, other research-based professional learning topics and opportunities may be incorporated to support the success of the instructional program within our redesign plan.
Professional Learning: McRel's Classroom Instruction that Works: Researched-Based Strategies for Increasing Student Achievement, 2nd Edition (CITW).
Goal/Purpose: Staff will analyze/evaluate and acquire the knowledge and skill to implement teaching strategies that have a positive effect on student learning.
Timeline: Initiated Fall 2013; ongoing through fall 2015
Resources: District sponsored, Title IIA
Staff responsible: Macomb Intermediate School District consultants and Principal

Professional Learning: Balanced Assessment Practices: Supporting Instructional Practices and Learning Cycles
Goal/Purpose: Staff will develop resources that support the Instructional Learning Cycle, successfully use data to support reform strategies, develop a system of progress monitoring and create a collaborative culture.
Timeline: Initiated Spring 2015; ongoing through fall 2017
Resources: MISD resources, Title IA
Staff responsible: Thomas Many, Principal, staff, Macomb Intermediate School District and MSU consultant

Professional Learning: Growing Good Readers (Differentiated Reading Instruction)
Goal/Purpose: To bridge the instructional practices within our upper elementary grade levels to meet the needs of students performing two or more grade levels below.
Timeline: Initiated Summer 2014; ongoing through fall 2016
Resources: Title IA professional development funds
Staff responsible: Macomb Intermediate School District consultants, Principal and instructional staff

Professional Learning: Balanced Literacy (Differentiated Reading Instruction)

Goal/Purpose: To provide teachers with an in-depth understanding of all components within a balanced literacy program. The professional development is also designed to provide teachers with the training on identifying student deficits to develop appropriate guided reading instruction. Teachers will be provided one-on-one classroom support through literacy coaching from district Language Art Content Specialist.

Timeline: Initiated Fall 2014; ongoing through spring 2018

Resources: Title IIA, Title IA

Staff Responsible: Toni Hall Literacy Consultant, District Content Specialist, Principal

Professional Learning: Thinking Maps

Goal Purpose: To align common writing vocabulary across grade levels utilizing thinking maps for prewriting.

Timeline: Initiate winter 2015; ongoing through spring 2016

Resources: Title IIA, Title IA

Staff Responsible: District Language Arts Content Specialists and instructional staff

Professional Learning: Corrective Reading

Goal/Purpose: To provide special education staff with research-based Tier II/Tier III interventions, inclusive materials, strategies and assessments.

Timeline: Initiated Fall 2014; ongoing spring 2018 to staff, as needed

Resources: Warren Consolidated Special Education Department, IDEA

Staff Responsible: Macomb Intermediate School District consultants and special education staff

Professional Learning: Easy CBM - Progress Monitoring

Goal/Purpose: To develop a systematic approach to progress monitoring students receiving intervention support outside the classroom and/or performing in the bottom 30% on the MEAP.

Timeline: Initiated Fall 2014; ongoing through spring 2018

Resources: General Fund

Staff Responsible: Principal and staff

Professional Learning: Alignment of Common Core Lessons

Purpose: To provide teachers the depth and knowledge of the 8 mathematical practices to develop and implement math lesson with rigor within the content standards.

Timeline: Initiated Fall 2014; ongoing through spring 2018

Resources: Title IIA

Staff Responsible: Principal, District Math Content Specialists

Professional Learning: Surveys of Enacted Curriculum (SEC)

Goal/Purpose: SEC is a web-based tool that provides mathematics, science, and English language arts teachers with consistent data, both on current instructional practices and the content actually being taught in their classrooms (the "how" and the "what").

Timeline: Initiated Spring 2015; ongoing through spring 2018

Resources: Michigan Department of Education; Title IA

Staff Responsible: Principal, staff, Macomb Intermediate School District consultants and MSU consultant

2015-2016 IMPLEMENTATION OF INSTRUCTIONAL PROGRAM The following professional learning will be provided to all staff members. In addition, based upon ongoing data dialogue meetings and stakeholder input, other research-based professional learning topics and

opportunities may be incorporated to support the success of the instructional program within our redesign plan.

Professional Learning: McRel's Classroom Instruction that Works: Researched-Based Strategies for Increasing Student Achievement, 2nd Edition (CITW).
Goal/Purpose: Staff will analyze/evaluate and acquire the knowledge and skill to implement teaching strategies that have a positive effect on student learning.
Timeline: Initiated Fall 2013; completed fall 2015
Resources: District sponsored, Title IIA
Staff responsible: Macomb Intermediate School District consultants and Principal

Professional Learning: Balanced Assessment Practices: Supporting Instructional Practices and Learning Cycles
Goal/Purpose: Staff will develop resources that support the instructional learning cycle, successfully use data to support reform strategies, develop a system of progress monitoring and create a collaborative culture.
Timeline: Initiated Spring 2015; ongoing through fall 2017
Resources: MISD resources, Title IA
Staff responsible: Thomas Many, Principal, staff, Macomb Intermediate School District and MSU consultant

Professional Learning: Growing Good Readers (Differentiated Reading Instruction)
Goal/Purpose: To bridge the instructional practices within our upper elementary grade levels to meet the needs of students performing two more grade levels below.
Timeline: Initiated Summer 2014; ongoing through fall 2016
Resources: Title IA professional development funds
Staff responsible: Macomb Intermediate School District consultants, Principal and instructional staff

Professional Learning: Balanced Literacy (Differentiated Reading Instruction)
Goal/Purpose: To provide teachers with an in-depth understanding of all components within a balanced literacy program. The professional development is also designed to provide teachers with the training on identifying student deficits to develop appropriate guided reading instruction. Teachers will be provided one-on-one classroom support through literacy coaching from district Language Art Content Specialist.
Timeline: Initiated Fall 2014; ongoing through spring 2018
Resources: Title IIA, Title IA
Staff Responsible: Toni Hall Literacy Consultant, District Content Specialist, Principal

Professional Learning: Thinking Maps
Goal Purpose: To align common writing vocabulary across grade levels utilizing thinking maps for prewriting.
Timeline: Initiate Winter 2015; ongoing through spring 2016
Resources: Title IA professional development funds
Staff Responsible: District Language Arts Content Specialists and instructional staff

Professional Learning: Corrective Reading
Goal/Purpose: To provide special education staff with research-based Tier ll/Tier III interventions, inclusive materials, strategies and assessments.
Timeline: Initiated Fall 2014; ongoing spring 2018 to staff as needed
Resources: Warren Consolidated Special Education Department, IDEA
Staff Responsible: Macomb Intermediate School District consultants and special education staff

Professional Learning: Easy CBM - Progress Monitoring

Goal/Purpose: To develop a systematic approach to progress monitoring students receiving intervention support outside the classroom and/or performing in the bottom 30% on the MEAP.

Timeline: Initiated Fall 2014; ongoing through spring 2018

Resources: General Fund

Staff Responsible: Principal and staff

Professional Learning: Surveys of Enacted Curriculum (SEC)

Goal/Purpose: SEC is a web-based tool that provides mathematics, science, and English language arts teachers with consistent data, both on current instructional practices and the content actually being taught in their classrooms (the "how" and the "what").

Timeline: Initiated Spring 2015; ongoing through spring 2018

Resources: Michigan Department of Education, Title IA

Staff Responsible: Principal, staff, Macomb Intermediate School District consultants and MSU consultant

2016-2017 IMPLEMENTATION OF INSTRUCTIONAL PROGRAM The following professional learning will be provided to all staff members. In addition, based upon on-going data dialogue meetings and stakeholder input, other research-based professional learning topics and opportunities may be incorporated to support the success of the instructional program within our redesign plan.

Professional Learning: Balanced Assessment Practices: Supporting Instructional Practices and Learning Cycles

Goal/Purpose: Staff will develop resources that support the instructional learning cycle, successfully use data to support reform strategies, develop a system of progress monitoring and create a collaborative culture.

Timeline: Initiated Spring 2015; ongoing through fall 2017

Resources: MISD resources, Title IA

Staff responsible: Thomas Many, Principal, staff, Macomb Intermediate School District and MSU consultant

Professional Learning: Growing Good Readers (Differentiated Reading Instruction)

Goal/Purpose: To bridge the instructional practices within our upper elementary grade levels to meet the needs of students performing two or more grade levels below.

Timeline: Initiated Summer 2014; ongoing through fall 2016

Resources: Title IA professional development funds

Staff responsible: Macomb Intermediate School District consultants, Principal and instructional staff

Professional Learning: Balanced Literacy (Differentiated Reading Instruction)

Goal/Purpose: To provide teachers with an in-depth understanding of all components within a balanced literacy program. The professional development is also designed to provide teachers with the training on identifying student deficits to develop appropriate guided reading instruction. Teachers will be provided one-on-one classroom support through literacy coaching from district Language Art Content Specialist.

Timeline: Initiated Fall 2014; ongoing through spring 2018

Resources: Title IA professional development funds

Staff Responsible: Toni Hall Literacy Consultant, District Content Specialist, Principal

Professional Learning: Thinking Maps

Goal Purpose: To align common writing vocabulary across grade levels utilizing thinking maps for prewriting.

Timeline: Initiate Winter 2015; ongoing through spring 2016

Resources: Title IA professional development funds, Title IIA

Staff Responsible: District Language Arts Content Specialists and instructional staff

Professional Learning: Corrective Reading

Goal/Purpose: To provide special education staff with research-based Tier II/Tier III interventions, inclusive materials, strategies and assessments.

Timeline: Initiated Fall 2014; ongoing spring 2018 to staff as needed

Resources: Warren Consolidated Special Education Department, IDEA

Staff Responsible: Macomb Intermediate School District consultants and special education staff

Professional Learning: Easy CBM - Progress Monitoring

Goal/Purpose: To develop a systematic approach to progress monitoring students receiving intervention support outside the classroom and/or performing in the bottom 30% on the MEAP.

Timeline: Initiated Fall 2014; ongoing through spring 2018

Resources: General Fund

Staff Responsible: Principal and staff

Professional Learning: Alignment of Common Core Lessons

Purpose: To provide teachers the depth and knowledge of the 8 mathematical practices to develop and implement math lesson with rigor within the content standards.

Timeline: Initiated Fall 2014; ongoing through spring 2018

Resources: Title IIA professional development

Staff Responsible: Principal, District Math Content Specialists

Professional Learning: Surveys of Enacted Curriculum (SEC)

Goal/Purpose: SEC is a web-based tool that provides mathematics, science, and English language arts teachers with consistent data, both on current instructional practices and the content actually being taught in their classrooms (the "how" and the "what").

Timeline: Initiated Spring 2015; ongoing through spring 2018

Resources: Michigan Department of Education, Title IA

Staff Responsible: Principal, staff, Macomb Intermediate School District consultants and MSU consultant

2017-2018 IMPLEMENTATION OF INSTRUCTIONAL PROGRAM The following professional learning will be provided to all staff members. In addition, based upon on-going data dialogue meetings and stakeholder input, other research-based professional learning topics and opportunities may be incorporated to support the success of the instructional program within our redesign plan.

Professional Learning: Balanced Assessment Practices: Supporting Instructional Practices and Learning Cycles

Goal/Purpose: Staff will develop resources that support the instructional learning cycle, successfully use data to support reform strategies, develop a system of progress monitoring and create a collaborative culture.

Timeline: Initiated Spring 2015; ongoing through fall 2017

Resources: MISD resources, Title IA

Staff responsible: Thomas Many, Principal, staff, Macomb Intermediate School District and MSU consultant

Professional Learning: Balanced Literacy (Differentiated Reading Instruction)

Goal/Purpose: To provide teachers with an in-depth understanding of all components within a balanced literacy program. The professional

development is also designed to provide teachers with the training on identifying student deficits to develop appropriate guided reading instruction. Teachers will be provided one-on-one classroom support through literacy coaching from district Language Art Content Specialist.

Timeline: Initiated Fall 2014; ongoing through spring 2018

Resources: Title IA professional development funds

Staff Responsible: Toni Hall Literacy Consultant, District Content Specialist, Principal

Professional Learning: Corrective Reading

Goal/Purpose: To provide special education staff with research-based Tier II/Tier III interventions, inclusive materials, strategies and assessments.

Timeline: Initiated Fall 2014; ongoing spring 2018 to staff as needed

Resources: Warren Consolidated Special Education Department, IDEA

Staff Responsible: Macomb Intermediate School District consultants and special education staff

Professional Learning: Easy CBM - Progress Monitoring

Goal/Purpose: To develop a systematic approach to progress monitoring students receiving intervention support outside the classroom and/or performing in the bottom 30% on the MEAP.

Timeline: Initiated Fall 2014; ongoing through spring 2018

Resources: General Fund

Staff Responsible: Principal and staff

Professional Learning: Alignment of Common Core Lessons

Purpose: To provide teachers the depth and knowledge of the 8 mathematical practices to develop and implement math lesson with rigor within the content standards.

Timeline: Initiated Fall 2014; ongoing through spring 2018

Resources: Title IIA professional development

Staff Responsible: Principal, District Math Content Specialists

Professional Learning: Surveys of Enacted Curriculum (SEC)

Goal/Purpose: SEC is a web-based tool that provides mathematics, science, and English language arts teachers with consistent data, both on current instructional practices and the content actually being taught in their classrooms (the "how" and the "what").

Timeline: Initiated Spring 2015; ongoing through spring 2018

Resources: Michigan Department of Education, Title IA

Staff Responsible: Principal, staff, Macomb Intermediate School District consultants and MSU consultant.

Requirement #7: Promote the continuous use of student data (such as formative, interim, and summative assessment data and student work) to inform and differentiate instruction to meet academic needs of individual students.
Indicator 7A: In your response, describe how the school promotes the continuous use of individual student data (such as; formative, interim, and summative). This plan must: (a) outline expectations for regular and on-going building-wide use of data, (b) describe the structure and process for educators to collaborate to analyze data and plan for Tier II and Tier III instruction, and (c) identifies instructional program outcomes and a plan to assess for impact

Harwood Elementary is committed to implementing our transformation plan through data driven decisions generated by student data from both formative and summative assessments. Our data team leader has taken the initiative to create student data profiles for each student,

aggregated by grade level, as our visual data wall. Recognizing the need to put a systematic process into place, we are confident that our second "big idea," a Multi-Tiered Support System, outlines a process and accountability that our school lacked thus far. Embracing Balanced Assessment Practices, as a viable strategy to align our core curriculum, will afford us the ability to merge both big ideas to establish a school-wide data analysis process. As we work to decrease variance in curriculum delivery, and increase our instructional minutes to meet the needs of our diverse population, the following process will come to be known as the way we conduct business as we promote and embed the continuous use of student data in our instructional program:

1) Identify area of focus within classroom instruction and tiered interventions

2) Align instructional components

3) Plan assessments in school calendar (district assessments, state assessments, grade level assessments and progress monitoring assessment dates)

4) Collect baseline data; latest DRA2 score, MEAP score, IOWA scores and/or pre-test from common assessment

5) Analyze results and create instructional plan or adjust instructional plan

6) Implement instructional plan

7) Progress monitoring of Tier II/Tier III support will be done every 3-4 weeks; grade level intervention meetings will not exceed more than a 10 week time frame

8) Monitor instructional plan; both administrative monitoring (walk-throughs, monitoring logs, and lesson plans), peer monitoring (walk-throughs) and self-monitoring (monitoring logs and student outcomes)

9) Administer post-test, collect data results and analyze at data dialogue meetings (PLC meetings, staff meeting, common grade level meetings)

10) Update student data profiles

11) Reflect on results and update school-wide monitoring tool for quarterly reports

Staff will utilize established district outcomes for core areas (i.e. DRA proficiencies by grade level; grade level writing rubrics, etc.) as well as state, county, and district-created program monitoring and evaluation tools as they continuously analyze student outcomes and reflect on the implementation of instructional programs. It is the expectation that all staff members providing instruction or services to students will be part of our outlined process.

PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

Requirement #8: Establish schedules and strategies that provide increased time for instruction in core academic subjects, enrichment activities, and professional learning for teachers.

Indicator 8A: In your response, describe the district's plan for increasing time for core academic subjects that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

Indicator 8B: In your response, describe the district's plan for increasing time for enrichment activities that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

Indicator 8C: In your response, describe the district's plan for increasing time for professional collaboration that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

The current schedule has been redesigned to increase instructional time in the core academic subjects. Additional time has been recaptured through thematic integration of science and social studies concepts into the ELA and math blocks. Staff is exploring ways to incorporate instructional activities into recess/brain break and transition times. It is estimated that approximately 30 minutes daily may be recaptured. Beginning in 2015-16, a 0.5 FTE teacher will be allocated at at Harwood. This teacher will conduct small group 40 minute interventions, pulling from specials on a rotating basis. As an example, one third of the students in Spanish may be pulled out for a 6-8 week period to engage in an extended learning opportunity in reading or math. At the end of this period, a different third may be pulled out for an equal amount of time, for a similar experience. This estimate of recaptured time is independent of currently-scheduled tier II and III supplemental intervention time identified students receive throughout the school day or extended day programs. Planning continues in the development of this research-based model.

Research supports the concept of maximizing instructional time through strategic student engagement activities and multi-tiered systems of support.

The district's plan for increasing time for enrichment activities will occur through the redesign of the current schedule. Currently, the school offers 40 minutes per week of Spanish, Art, Music, Physical Education and Media. All grade 5 students receive 40 minutes of band each week in lieu of music class. Grade 6 students at our year round schools receive daily band or 21 Things Technology course. As stated in Indicator 8A, students will receive additional forty minutes/week of extended learning opportunities within a 6-8 weekly cycle. In addition, beginning in January, 2015, the school has received a Bosch Community Grant---whereby students in grades 4-5 will participate in a 40 minute, twice weekly, Science, Technology, Engineering and Math (STEM) extended learning program.

Research supports the benefits students' receive when incorporating fine arts and physical education as part of a liberal arts education, and supports differentiated, brain-based multiple learning styles.

The district's plan for increasing professional collaboration time will occur through a redesign of the current schedule. Time has been added

and recaptured in two ways. First, the school has adjusted the calendar by increasing professional development hours after school. Common prep times have been scheduled into the day to provide opportunities for common planning time within grade levels. Currently the schools have professional collaboration time in the following ways: two days before the start of school; one day in November (Election Day); 13 after-school staff meetings (13 hours); and six three-hour PLC meetings (18 hours) scheduled throughout the year. In addition, each Title I school has funds allocated for professional collaboration and each school is allocated general-fund school improvement funds that may be utilized for professional collaboration. Second, professional collaboration time has been recaptured by redesigning the current daily specials' schedule. Beginning in December, 2014, each grade-level team has two common planning times (40-minutes) per week.

Research cites the importance of regularly-scheduled, focused collaboration time is a high leverage/mission critical strategy that produces positive student achievement results. The district values this research and is committed to providing our staff the necessary resources to sustain collaborative practices.

Requirement #9: Provide ongoing mechanisms for engagement of families and community.
Indicator 9A: In your response, describe multiple strategies to engage families in reform efforts.
Indicator 9B: In your response, describe multiple strategies to engage community partners in reform efforts.

Through the continued belief that strong relationships between our school, parents and community, the Harwood staff will move forward with actively engaging all stakeholders in the reform effort to promote academic achievement. Our school improvement team will invite parents to meetings and encourage their voice to serve as the liaison between our school level meetings and Parent Teacher Organization (PTO) meetings. Mrs. Tremmel, Harwood Elementary School Principal, has outlined the reform redesign process to the PTO members at the September 2014 meeting and described how process data, student achievement data, and open dialogue for questions and concerns will be embedded in the agenda at our monthly PTO gatherings. Mrs. Tremmel will continue to outline in detail the two big ideas within our plan and explain how they will support increased student achievement. The opportunities to share the information will continue throughout the year at fall and spring Title I meetings, and discussion groups at PTO meetings and fall and spring parent teacher conferences. In addition, Mrs. Tremmel and representatives from the School Support Team will present the progress of the transformation plan to the community four times a year at the Warren Consolidated Board of Education Meetings.

Our quest to gather perception data throughout the year will continue with surveys from impromptu parent/community visits to the school, parent input surveys at our fall and spring Title I and Language Acquisition Meetings, fall and spring parent teacher conference surveys and random phone surveys conducted by Mrs. Tremmel. All elements of perception data will be analyzed by our school improvement team and presented to the Harwood staff and included in our annual school improvement plan.

Through Joyce Epstein's framework of Six Types of Involvement, we will outline specific ways that parents can have a direct positive impact on their child's academic and social growth. The framework includes the following: Parenting, Communicating, Volunteering, Learning at Home, Decision Making and Collaborating with Community. Our goal is to educate all stakeholders, knowing that active engagement will yield results for students, parents and teachers through this partnership. Our big ideas within our plan, rigorous alignment of our core curriculum and a Multi-Tiered System of Support (MTSS), will be supported by hosting parent workshops that connect to curriculum concepts (including take-away activities for parent engagement at home) at least four times a year; multiple avenues of communication between school and home; volunteer opportunities within the school day; parents as decision makers and part of the on-going school improvement process; and positive behavior reinforcement strategies to support parenting skills.

We will enlist the support of our community by asking them to join forces with us in our quest to increase student literacy and math skills. During parent workshops we will partner with the Sterling Heights Library and educate parents on the importance of engaging in reading with

their child. Parents and students will be provided the opportunity to obtain a library card and receive an overview of what our local library has to offer families outside of school hours. In addition we will invite our local credit union in to provide our students with banking and finance education and give our families the opportunity to open their own accounts. This partnership will focus on basis math skills that align to grade level standards and present math concepts in real-world context.

We will continue or community partnerships with Jet's Pizza (actively contributes to school PTO), Blessings in a Back Pack Organization (supplies backpacks with food for our economically disadvantaged students on the weekend), Rotary Club (3rd grade dictionary donation) and the Big Brothers/Big Sisters mentoring program with General Motors Corporation. Harwood will also keep with the spirit of "paying it forward" and continue their annual Turkey Trot canned food drive for the local Goodfellows organization; recognize our local veterans and host our annual Veteran Day Breakfast; and continue our partnership with Pasta for Pennies to raise money for the Leukemia and Lymphoma Society. It is our belief that mutual commitment builds strong relationships and fosters an awareness in our students that promotes social growth and fosters academic success.

It is our continued philosophy that by setting high expectations for our students, parents, community and staff members alike we are accountable to one another, working collaboratively to support the plan in an effort to successfully increase student achievement at Harwood Elementary. We will continue to develop and expand ongoing mechanisms for engagement of families and community to sustain the strong relationships we have come to rely on for support.

PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

Requirement #10: The district is providing the school with operational flexibility for issues such as staffing, calendars, time, and budgeting to implement a comprehensive approach to substantially increase student achievement and increase graduation rate. Indicator 10A: Describe how Operational Flexibility will be provided to the building in the following areas: staffing, use of time, professional learning, and budget. Also, describe a statement that the priority school improvement team and building leader will determine the school's Title I budget (subject to federal regulations). The district must also complete a signature page, signed by the Superintendent, School Board President, and Union Representative, which certifies that the school has the autonomy required to implement the plan as written (see template on AdvancEd site). Finally the district must upload either an Executed Addendum to the collective bargaining agreement OR a Memorandum of Understanding that commits the Superintendent, School Board President, and Union Representative to negotiate an addendum by August 1, 2014.

The school receives an annual Title I budget, School Improvement budget and building supply budget that allows the principal and staff to make decisions on how to allocate resources which will effectively support the implementation of the plan.

Currently the building has operational flexibility in the following ways:
1. Principal has right of assignment to place teachers in appropriate grade levels.
2. Principal has right of developing the school schedule, including specials and teacher preparation time. Principals and staff have the ability to adjust teaching and learning times within the current school day to meet the needs of their students.
3. The school has adjusted the calendar by increasing professional development hours after school. Common prep times have been scheduled into the day to provide opportunities for common planning time within grade levels.
4. Principal and SIP team/staff have the ability to determine and implement professional learning needs based on the school's SIP plan. They may allocate building budgets (Title I, School Improvement) accordingly to implement the professional learning. Principals and SIP teams have the ability to plan professional learning during scheduled PLC half days and after school staff meetings, and if incorporated into their SIP plan, during the day grade level team meetings.
The district has completed the operational flexibility diagnostic as a signed Memorandum of Understanding with a completed signature page.

Requirement #11: The school and district will ensure that the school receives ongoing, intensive technical assistance and related support from the district, ISD, Michigan Department of Education, or other designated external partners or organizations.
Indicator 11A: In your response, describe how the district plans to access and provide supports for the school.
Indicator 11B: In your response, list the central office contact person responsible for monitoring and supporting the school.

The district will insure that the school receives on-going technical assistance and related supports by engaging in collaborative relationships with the Michigan Department of Education staff, the Macomb Intermediate School District staff, the Warren Education Association, and the Warren Administrators' Association in order to provide the schools with the resources and tools needed to support and sustain their reform plans. Scheduled monthly meetings will be arranged as part of the planning, implementation and monitoring process established by the district. All district departments are committed to supporting the school at any time. Specifically, OCI staff will provide technical assistance and professional development to the school on a scheduled basis.
- Principal and designated staff will participate in ILC and Surveys of Enacted Curriculum Professional development, and SST meetings facilitated by the MISD staff.

- Principal will attend MISD Principal Series (ex. CITW, Total Participation Techniques, 12 Touchstones of Effective Teaching);

- Principal and SIP chairs will attend the MDE School Improvement Conference(s);

- Principal and designated staff will participate in MDE/SRO Technical Assistance meetings;

- Principal will utilize the supports and resources of professional organizations (ex. MEMSPA, ASCD, IRA).

Central Office contact person responsible for monitoring and supporting the schools are: Dr. Marianne Ochalek, Executive Director of School Improvement. Additional supporters are: Robert D. Livernois, Ph.D., Superintendent; Mr. Joseph E. Konal, Chief Academic Officer; Ms. Sharon Irvine, Esq., Chief Human Resources Officer; Ms. Linda Austin, Chief Financial Officer; Ms. Ellen Kozich, Director of Curriculum and Special Projects, and Ms. Christine Lewis, Administrator of State and Federal Programs.